Curriculum Governance

Presented to:
The Medical Curriculum Committee

July 20, 2021
Standing Committees of the Faculty

**LCOM Standing Committees**

**Medical Curriculum Committee**
- The Medical Curriculum Committee is the institutional body that oversees the medical education program.

**Admissions Committee**
- The Admissions Committee determines criteria for eligibility for admission, subject to the approval of the faculty, and selects qualified applicants for the study of medicine.

**Advancement Committee**
- The Advancement Committee protects the public and the medical profession by ensuring that the academic standards of the Larner College of Medicine are upheld.

**Fitness Committee**
- The Fitness Committee protects the public and the medical profession by ensuring that the professional standards of the Larner College of Medicine are upheld.

**Continuous Quality Improvement Committee**
- The CQI Committee provides oversight for ongoing quality improvement processes in support of our medical education mission.

**Faculty Standards Committee**
- The Faculty Standards Committee reviews and makes recommendations to the Dean on all faculty reappointments, promotions, and the award of tenure.

**Nominating Committee**
- The Nominating Committee has the responsibility to generate slates of candidates for University committees.
What is the Medical Curriculum Committee (MCC)

- The institutional body that oversees the medical education program.
- Provides integrated institutional responsibility for the overall design, management, integration, evaluation and enhancement of a coherent and coordinated medical curriculum.
- Implements needed changes to the medical education curriculum.
- Cognizant of national medical education priorities and requirements.
- Reviews, recommends and approves curriculum content, including horizontal and vertical integration of content.
Subcommittees of the MCC

Medical Curriculum Committee

Foundations Level Subcommittee
- Composed of the Level Director of Foundations and Pre-Clinical Assessment (Chair), the Foundations Level Course Directors, and two medical student representatives.
- Designs, reviews and makes recommendations regarding individual Foundations courses, ensures horizontal integration of curriculum content and reviews course quality and Foundation/Pre-Clinical policies.

Clinical Clerkship Level Subcommittee
- Composed of the Level Director of Clinical Clerkship (Chair), the affiliate Site Directors, the Clerkship Directors, and two medical student representatives.
- Designs, reviews and makes recommendations regarding individual Clerkship courses, ensures horizontal integration of curriculum content, and reviews course quality and Clerkship policies.

Advanced Integration Level Subcommittee
- Composed of Advanced Integration faculty Course Directors, two medical student representatives and the chair who is elected from the subcommittee membership.
- Designs, reviews and makes recommendations regarding individual Advanced Integration courses, ensures horizontal integration of curriculum content, and reviews course quality and Advanced Integration policies.

Evaluation Subcommittee
- Composed of the faculty familiar with the medical education curriculum, two senior medical student representatives and the chair who is appointed by the Senior Associate Dean for Medical Education.
- Conducts a comprehensive, independent biennial review of all required courses in the curriculum.
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**Continuous Quality Improvement Committee**
- The CQI Committee provides oversight for ongoing quality improvement processes in support of our medical education mission.
- The purpose is to monitor and improve, in real-time, educational program quality and ensure the medical education program’s compliance with accreditation standards.

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Competencies, Curricular Objectives, and Curricular Design

6.1 Program and Learning Objectives
6.2 Required Clinical Experiences
6.3 Self-Directed and Life-Long Learning
6.4 Inpatient/Outpatient Experiences
6.5 Elective Opportunities
6.6 Service-Learning/Community Service
6.7 Academic Environments
6.8 Education Program Duration
Curricular Content

7.1 Biomedical, Behavioral, Social Sciences
7.2 Organ Systems/Life Cycle/Prevention/Symptoms/Signs/Differential Diagnosis, Treatment Planning
7.3 Scientific Method/Clinical/Translational Research
7.4 Critical Judgement/Problem-Solving Skills
7.5 Societal Problems
7.6 Cultural Competence and Health Care Disparities
7.7 Medical Ethics
7.8 Communication Skills
7.9 Interprofessional Collaborative Skills
Curricular Management, Evaluation, and Enhancement

8.1 Curricular Management
8.2 Use of Medical Educational Program Objectives
8.3 Curricular Design, Review, Revision/Content Monitoring
8.4 Evaluation of Educational Program Outcomes
8.5 Medical Student Feedback
8.6 Monitoring of Completion of Required Clinical Experiences
8.7 Comparability of Education/Assessment
8.8 Monitoring Student Time
Teaching, Supervision, Assessment, and Student and Patient Safety

9.1 Preparation of Resident and Non-Faculty Instructors
9.2 Faulty Appointments
9.3 Clinical Supervision of Medical Students
9.4 Assessment System
9.5 Narrative Assessment
9.6 Setting Standards of Achievement
9.7 Formative Assessment and Feedback
9.8 Fair and Timely Summative Assessment
9.9 Student Advancement and Appeal Process
Committee Relationships

- Level Subcommittee
- Evaluation Subcommittee
- Continuous Quality Improvement

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